



**A CORRELATIONAL STUDY  
BETWEEN THE ENGLISH LEARNING ANXIETY  
AND THE SPEAKING ACHIEVEMENT  
OF THE SECOND SEMESTER STUDENTS  
OF ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY  
IN ACADEMIC YEAR 2012/2013**

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TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY**

**2013**



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**ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY**

**2013**



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Kudus, July 16<sup>th</sup>, 2013

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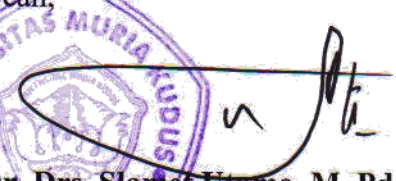
  
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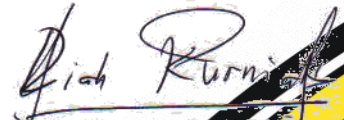
  
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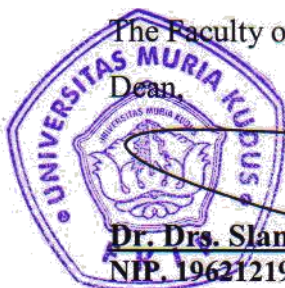
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## MOTTO AND DEDICATION

### MOTTO

- Never give up, fix mistakes, and keep stepping.
- Success is an achievement. While, struggling is a must.
- Think big, feel strong, and pray hard for deep heart.
- You can when you believe.
- Use your time wisely and do not waste even for a minute.
- God's plan is always more beautiful than our desire.
- There is no success without a sacrifice and there is no success without hardness.
- The determiner of the future is only you and not your parents or siblings.



### DEDICATION

This skripsi is dedicated to:

- Her beloved parents, Dad (the late) Ponco Widoto and Mom Dhewiyani.
- Her sister, De'yang Andjani Widoto and her brothers, Maksana Angga Widoto and Anugerah Bagaskara Widoto.
- Her big family.
- Her dearest, Roni Tri Sulistiono.



## ACKNOWLEDGEMENT

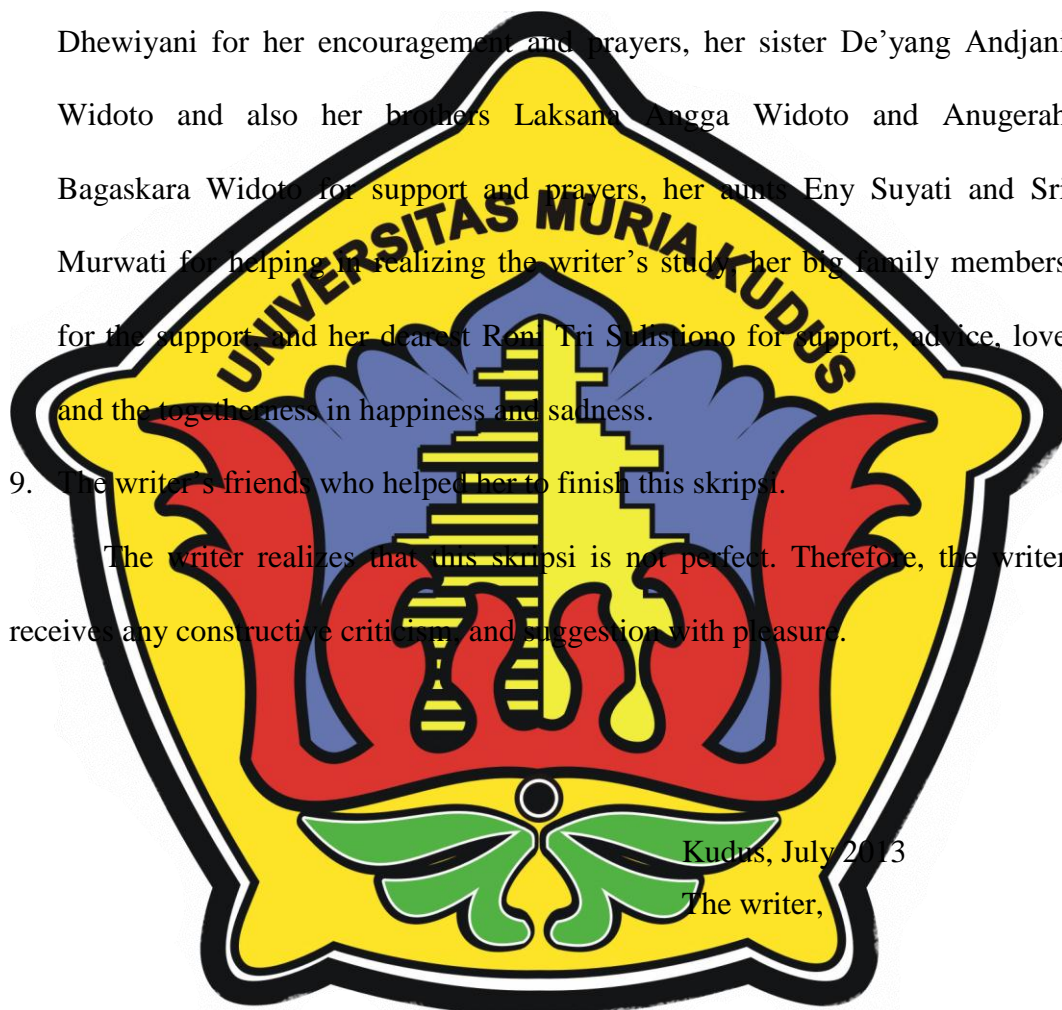
Alhamdulillah, Praise to Allah. The writer would like to thank Allah which gave her the opportunity, chance and help for her to finish this Skripsi entitled **“A Correlational Study between the English Learning Anxiety and the Speaking Achievement of the Second Semester Students of English Education Department Teacher Training and Education Faculty Muria Kudus University in the Academic Year 2012/2013”**.

The writer would like to address her sincere thanks to:

1. Dr. Drs. Slamet Utomo, M.Pd as the Dean of Teacher Training and Education Faculty of Muria Kudus University.
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6. All lecturers and staffs of English Education Department who have given worthy knowledge and support to the writer.
7. The librarian of Muria Kudus University for helping in obtaining the required references.
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9. The writer's friends who helped her to finish this skripsi.

The writer realizes that this skripsi is not perfect. Therefore, the writer receives any constructive criticism and suggestion with pleasure.



Kudus, July 2013

The writer,

**Andita Anggraeni Widoto**



## ABSTRACT

Widoto, Andita Anggraeni. 2013. *A Correlational Study between the English Learning Anxiety and the Speaking Achievement of the Second Semester Students of English Education Department Teacher Training and Education Faculty Muria Kudus University in the Academic Year 2012/2013*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Diah Kurniati, S. Pd, M. Pd. (2) Dra. Sri Endang Kusmaryati, M. Pd.

Key Words: *English learning anxiety, speaking achievement*

Getting success or failure on learning English language is influenced by a number of things. One of the most important causes is anxiety. It refers to the feeling of being very worried, afraid, stressful and nervous when learning English language. Besides that, anxiety is also factor that influences the English learning achievement such as the speaking achievement. The speaking achievement is the achievement of students that refers to the score from the students' activities in speaking class.

The purpose of this research to find out the correlation between the English learning anxiety and the speaking achievement of the second semester students of EED TTEF Muria Kudus University in the academic year 2012/2013.

This is a correlational research. The population is the second semester students of EED TTEF Muria Kudus University in the academic year 2012/2013. While the sample is the students of intermediate speaking class A that consist of 20 students. The instrument that used is questionnaire and documentation of speaking score. The data are analyzed by using Pearson Product Moment formula to know the correlation between the English learning anxiety and the speaking achievement.

The result of the research shows that: a) The English learning anxiety of the second semester students of EED TTEF Muria Kudus University in the academic year 2012/2013 is sufficient (The mean is 19.13 by standard deviation 2.68). b) The speaking achievement of the second semester students of EED TTEF Muria Kudus University in the academic year 2012/2013 is good (The mean is 77.9 by standard deviation 5.57). c) From the calculating of the correlation both of them, it was found that  $r_{\text{calculated}} = 0.147$  and  $r_{\text{table}} = 0.444$  in the level significance 5% from degree freedom (df)  $N-2$  ( $20-2 = 18$ ). In other word,  $r_{\text{table}}$  is higher than  $r_{\text{calculated}}$  ( $r_t > r_{xy}$ ). Therefore, it can be said that the hypothesis of the research is rejected, while the null hypothesis is confirmed.

Based on the result of the research above, the writer suggests that the lecturer should keep using the method and technique that have been used in Intermediate Speaking class and keep creating a conducive class. And for the students, they are supposed to defend the speaking achievement that has been good and keep the English learning anxiety that belongs the category of sufficient.

## ABSTRAKSI

Widoto, Andita Anggraeni Widoto. 2013. *Studi Korelasi antara Kecemasan dalam Pembelajaran Bahasa Inggris dan Prestasi Kemampuan Berbicara pada Mahasiswa Semester Dua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus Tahun Akademik 2012/2013*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing (1) Diah Kurniati, S. Pd, M. Pd (2) Dra. Sri Endang Kusmaryati, M. Pd.

Kata kunci: *kecemasan dalam pembelajaran bahasa Inggris, kemampuan berbicara*

Kesuksesan atau kegagalan dalam pembelajaran Bahasa Inggris dipengaruhi oleh sejumlah faktor. Salah satu faktor yang paling penting adalah kecemasan. Kecemasan merupakan perasaan cemas, takut, stress dan gugup ketika pembelajaran Bahasa Inggris berlangsung. Di samping itu, kecemasan bukanlah satu-satunya faktor yang memengaruhi prestasi kemampuan berbicara. Prestasi kemampuan berbicara merupakan prestasi siswa yang mengacu pada nilai dan kegiatan siswa di kelas *speaking*.

Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara kecemasan dalam pembelajaran Bahasa Inggris dan prestasi kemampuan berbicara pada mahasiswa semester dua program studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus tahun akademik 2012/2013.

Ini merupakan penelitian korelasi. Populasi yang digunakan dalam penelitian ini adalah mahasiswa semester dua program studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus tahun ajaran 2012/2013 sedangkan sampelnya adalah kelas Intermediate Speaking A yang terdiri dari 20 mahasiswa. Instrumen yang digunakan adalah angket dan dokumentasi nilai *speaking*. Data data tersebut dianalisis menggunakan rumus Pearson Product Moment guna mengetahui hubungan antara kecemasan dalam pembelajaran Bahasa Inggris dan prestasi kemampuan berbicara.

Hasil dari penelitian menunjukkan bahwa a) kecemasan dalam pembelajaran Bahasa Inggris pada mahasiswa semester dua program studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus tahun akademik 2012/2013 adalah cukup (Rata-rata adalah 19.13 dengan simpangan baku 2.68). b) prestasi kemampuan berbicara pada mahasiswa semester dua program studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus tahun akademik 2012/2013 adalah baik (Rata-rata adalah 77.9 dengan simpangan baku 5.57). c) dari perhitungan hubungan antara kedua variabel tersebut, ditemukan bahwa  $r$ -perhitungan = 0.147 dan  $r$ -tabel = 0.444 pada tingkat signifikan 5% dari degree freedom (df) N-2 (20-2

= 18). Dengan kata lain,  $r$ -tabel lebih tinggi dari pada  $r$ -perhitungan ( $r_t > r_{xy}$ ). Sehingga, hipotesis penelitian ditolak, sementara *null hypothesis* diterima.

Berdasarkan hasil penelitian diatas, penulis menyarankan bahwa dosen seharusnya tetap menggunakan metode dan teknik yang telah digunakan di kelas Intermediate Speaking dan menjaga kekondusifan kelas. Bagi siswa, mereka diharapkan untuk tetap mempertahankan nilai *speaking* yang sudah baik dan menjaga kecemasan dalam pembelajaran Bahasa Inggris yang termasuk dalam kategori cukup.





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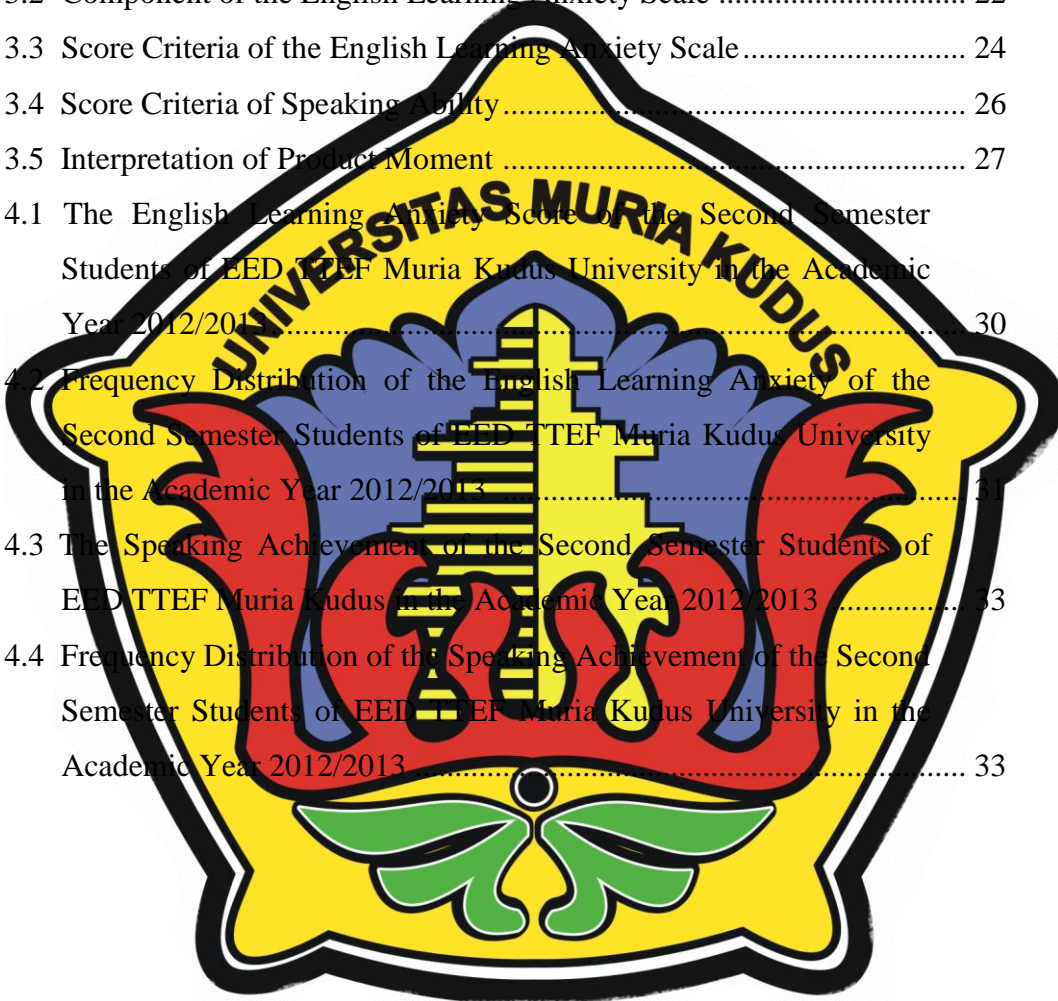
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